











Aurora

Published by the
Class of Nineteen Hundred Fourteen

Hobart High School


Hobart -- Indiana

Volume Seven





HOBART HIGH SCHOOL

A decorative border in a light tan or gold color, featuring a repeating scroll-like pattern that frames the entire page.

To Our Parents,

whose devotion has enabled us to complete our High
School Course; and

To Our Friends,

whose encouragement has made possible this publica-
tion, we, the Class of Nineteen Hundred
Fourteen, gratefully dedicate this
volume of the Aurora.



LEWIS E. BARNES, Township Trustee

Who had charge of our schools for a period of five years, from January, 1909, to January, 1914, when the management passed to the Board of Education.



G. H. THOMPSON, Superintendent
B. Sc. 1907, B. Ped. 1913 Valparaiso University
Principal Hobart Township High School 1895-1905
Superintendent Hobart Schools 1905—

BOARD OF EDUCATION



JOSEPH E. MELLON
Secretary



DR. R. C. MACKEY
President



MILTON W. BROWN
Treasurer

Class of Nineteen Hundred Fourteen

Class Motto
"Bravely, Faithfully, Happily"

Class Colors
White and Gold

Class Flower
Daisy

Commencement Program

March	MRS. SPENCER G. STOLTZ	Selected
Chorus—"A Summer Fancy"	HIGH SCHOOL	Henry C. Hadley
Salutatory		EDNA SCHEIDT
Solo—"Rose in the Bud"	MISS ISAPHINE MAE RICHEY	Dorothy Forster
	MISS FLORENCE BANKS, '08, ACCOMPANIST	
Valedictory		GEORGE H. WHITE
Chorus—"The Two Grenadiers"	HIGH SCHOOL	Schumann
Address—"Volo"	PROF. B. F. WILLIAMS, Valparaiso University	
Presentation of Diplomas		DR. R. C. MACKEY
	ALICE SARVER, '14, ACCOMPANIST	

Class Officers
President, George H. White
Secretary, H. Ruth Smith
Treasurer, Loretta Malone





RUTH SMITH

Ruth is a girl to be proud of,
A girl you can trust without fear,
One who will do things of value,
One from whom we are likely to hear.

GEORGE WHITE

This is George, who, to write these ex-
cuses
For verses, by faint midnight glim
Struggled hard; so if you're not contented
Just come 'round and notify him.

LORETTA MALONE

Loretta, our treasurer, greets you.
Whatever she does is well done;
You'll find her somewhat of a joker,
Making many a good Irish pun.



HAZEL STEVENS

Hazel is friendly and earnest,
Always willing to do what she can.
We trust that sometime in the future
She'll make happy some lonely young
man.

ALICE SARVER

Sweet Alice, pianist, and captain
Of the basket-ball team, looks at you;
She's pleasant and smiling and loving
Deering knows—and he says this is true.



EDNA SCHEIDT

Here's Edna, who drew all our pictures,
She surely has worked with a will.
She's good at whatever she tackles,—
As an artist has wonderful skill.

DOROTHY THOMAS

Dorothy, our jovial and merry
Business Manager, constantly worked
To get out this book;—she's a jewel,
Her duty she never has shirked.



MAYME BARNES

Mayme is winning and charming,
By her glances a Sophie she won;
At basket-ball she's used to starring,—
She's jolly and chock full of fun.

EVERETT NEWMAN

Everett has been with us twelve years
And still honors the Class of '14.
We know that in books upon science
His name will be frequently seen.

ETHEL HALSTED

Here is the girl who has talent,—
Yes, talent in several ways;
Ethel will be a great actress
We're certain, before many days.



AURORA EDITORIAL STAFF 1914

GEORGE H. WHITE	-	-	-	Editor-in-Chief-- English
DOROTHY THOMAS	-	-	-	Business Manager-- Latin
EDNA SCHEIDT	-	-	-	Art
ALICE SARVER	-	-	-	Music and Athletics
LORETTA MALONE	-	-	-	Personals
RUTH SMITH	-	-	-	Mathematics, History, Civics
EVERETT NEWMAN	-	-	-	Science
MAYME BARNES	-	-	-	Social and German
ETHEL HALSTED	-	-	-	Dramatic
HAZEL STEVENS	-	-	-	Commercial

EDITOR'S NOTE

To you, its readers and patrons, the seventh volume of the Annual, "Aurora", is submitted by the Class of 1914, its editors. We ask you as you read it and before you criticize it to consider the fact that it is the work of High School pupils and not of college professors. We have put forth every effort to have this edition of the "Aurora" portray as truthfully as possible the life and work as it is in the Hobart High School. Our aim has been to make this book thoroughly original, and yet have it keep to the high standards of previous editions. If we have attained our purpose, we are satisfied, for we know that our work will be amply repaid in the pleasure you will have in reading this book.

AURORA EDITORIAL STAFF

SALUTATORY.

PARENTS and Friends:—We bid you all a most hearty welcome. We are both proud and happy to greet you here tonight, our Commencement night. We have attained the goal toward which we have been striving through four years of busy, happy school life. Tonight we are assembled for the last time as classmates in Hobart High School. In the past we have worked together as a class, tomorrow each shall enter upon his individual pathway, to make or mar his future as he will.

We stand upon the dividing line between our care-free school days and the graver responsibilities of life. In the days of preparation for this event, we have formed ideals and ambitions which now we shall attempt to realize. Our school work has equipped us with the necessary knowledge, the future will give us strength of character, experience, resolution, faith in ourselves.

We will enter into a new, strange life, with unknown dangers and trials, but we shall keep ever before us the words of our motto, Bravely, Faithfully, Happily, and will enter into that life with courage for whatever trials may come, with joy in the prospect of a new field of endeavor and with faith in the goodness and protection of God. Tonight we have attained one goal toward which we have been striving and it shall lead to the attainment of a still higher one.

And so, for the past we have memories; for the present, joy; for the future, hope; therefore, we leave our school days behind us and step forth with brave hearts to meet whatever may be in store for us.

May each of us attain that one thing for which everyone longs, no matter what other ideals and ambitions he may have, Happiness.

EDNA SCHEIDT.



CLASS POEM, 1914

NOW is the season of change. Fair Spring after her time of power
Yields to the soft summer sun, to the warm, winning breezes
of Summer.

Green are the grass and the leaves; the birds as they sing in the tree-
tops

Bid fond farewell to the spring and welcome the coming of Summer.
Gone is the spring of the year. Her breath faintly, hauntingly lingers,
Softly recalling her passing with memories strangely pathetic.

Radiant Summer is here. Most gladly the earth gives her welcome.
Season of action is she, with mirth and with gladness o'erflowing;
Hers is the earth; e'en the sun, sending forth his warm rays, offers
greeting.

Even in Summer come clouds. Their blackness, while sometimes
appalling,

Soon, though as dark as the night, gives way to warm breezes and
sunshine.

Ofttimes, too, raindrops descend, as mourning the passing of spring-
time,

But Summer dispells all such tears, replacing all sorrow with joy.

Now is the season of change. Our Guide after twelve years of training
Yields up her charge to the world,—to the world full of fame and re-
nown.

Done is her task. From the fold the Class of '14 bravely issues
Eager to try if our wings, untested, but fully developed,
Will carry us forth in the world, to the great goals of Honor and Justice.

Gone are our twelve years of school, passed by and departed for-
ever,

Yet all their memories cling and tell us how much we shall miss them.
And in the East the Aurora, the Dawn of Real Life, bids us welcome.
Still, though our eyes fill with tears, we see through the mist not so
dimly

That we see not, far ahead, the land which the noon-sun shall brighten,
There where the Summer is warm, and faint mem'ries of Spring are as
pleasant.

Forward, through rain and through clouds, ever Brave, ever Faithful,
so, Happy,

Shall we strive on toward the goal, the land of our Life's Great Ambi-
tion.

GEO. H. WHITE.





SPENCER G. STOLTZ
Science and History

SCIENCE.



THE course of science in Hobart High School covers three terms. The Freshmen begin with Botany where they learn of everything green and it is a study which they thoroughly enjoy.

The Sophomores are not burdened with any science; history and mathematics claim their time.

But the Junior year brings "Physics" which cer-

tainly is at first a science unknown to most of us. There are generally more girls than boys in the classes and although the girls are slower to understand the working of machinery they get a clear idea from the illustrations.

The study of electricity is very difficult but it involves many interesting experiments. Light and sound are easy, pleasant studies.

The students that take Physics do not generally take Chemistry for only two sciences are required. Chemistry is an easier study than Physics, but Physics is a great help in the principles of Chemistry.

The laboratory days are well worth our time, we learn the properties of the chemicals, how to dye, and also test foods for adulterants. We found some very surprising things about adulterated foods and also candy. The main thing in our testing was the candy; it was given a chemical test and each member of the class tasted it besides.

EVERETT NEWMAN.

PHYSICS.

At the beginning of the term eight pupils planned to enter the Physics class, but three, when they had satisfied their curiosity as to what Physics was like and found that it was not all play selected other subjects, so that we are a class of five girls.

We all looked forward with delight to laboratory days, but we were not so enthusiastic when it came to writing up our note books, especially when we were a

few experiments behind. However, we came through our experiments with but a few explosions and the breaking of two thermometers.

When we took up the study of electricity we spent a very interesting time visiting the Electric Light Plant. We were puzzled at the things we saw there and could scarcely distinguish a dynamo or motor from the other machinery.

We enjoyed the study of sound in which we had many interesting experiments and one occasion, especially, when we walked down the Nickle Plate tracks to determine, by shooting a revolver, the rate of speed at which sound travels.

None of us regret that we have taken Physics for under the guidance of Mr. Stoltz, we have spent a pleasant and profitable year.

ELNORA CARLSON, '15.

CIVICS.



CIVICS is the study of law and government. The study as taught in High School deals first with the town, township and county, leading up to the government of the state and the nation.

First we learn of the town, its leading officers and their duties, also the officers of the township. The affairs of the county are carried more into detail. The offices are fully explained, there are many of them and they are all important. The courts all receive some attention, for they are useful in preserving order.

The study of the state government is very interesting. The governor's duties are clearly outlined, many of which are connected with the affairs of the Legislature. Here we learn of the Senators and Representatives and their importance in state affairs.

We now reach the government of the nation. At first our country was governed by the Articles of Confederation. This form of government proved to be a failure, so the present constitution was drawn up and adopted. It provided for a Congress made up of the House of Representatives and the House of the Senate. The constitution also provides for a President. There are many restrictions placed on the persons holding this office for it is a position of great responsibility.

The cabinet of the President was not mentioned in the constitution, but it has been established by custom.

The pupil is taught how to vote correctly, also the necessity for an intelligent and honorable vote.

One of the last and most important things is the study of our constitution. The first section is the bill of rights which tells the privileges of the citizen. The elastic clause is important because many great things have been permitted through its elasticity. A close study of the amendments is required, these bring us up to the events of the present day.

RUTH SMITH.



HISTORY.



ISTORY goes back to the beginning of the world. What is history but the recording of the deeds and achievements of men?

When first we learn of man it is not through books, for there were no records kept, but by going back over this ground, finding implements and utensils so modern we marvel at the perfection of this early prehistoric age. This age is divided into three periods, the old stone age, the new stone age, and the age of metals.

During the old stone age man lived by hunting. He dwelt in caves and his weapons were hewn from rock. The new stone age is marked by the use of polished stone implements. At this time man learned to till the soil, and to domesticate animals. The age of metals is divided into three parts, the age of copper, the age of bronze, and the age of iron. This age is of long duration and overlaps into the historic Age.

In Ancient History the first people we learn of are the Egyptians. These people lived in a beautiful country and although they were learned along many lines, in others they were barbarians. The culture of these far eastern countries was carried to Greece by seafaring people. The Grecians are famous for their culture and arts, although in early days there was a great conflict between the barbarians and the learned people, and development conquered. The Grecian teachers traveled through western countries passing along their learning.

In Rome at this time there was a craving for these arts and the teachers were readily received.

The country surrounding Rome was inhabited by barbaric tribes noted for their strong bodies and crude methods of warfare. These in time were conquered by the Romans through their improved implements. Through the association with these cultured people, they lost their wild manners, they became the advanced Romance nations and England. These nations in turn have set up strong, independent governments which have stood even since the fall of Rome.

The Mediaeval History shows the gradual development of these western nations. Their growth soon made them desire new lands which they might inhabit. This movement brought about exploration. They discovered this wonderful land, America, but not for many years did they realize its wealth and extent.

Through the modern age this history repeats itself. New nations are formed, attaining great heights, some only to fall. This age excels all others in the height of its achievements. Invention leads, closely followed by great works of construction. The Panama Canal is held by all nations to be among the foremost enterprises of this kind. This brings us to the questions of the present day and reminds us that in our daily life we are making history.

RUTH SMITH.





EDITH E. SYKES
Commercial

COMMERCIAL.



HE branches of the Commercial course taught in our High School are Stenography, Typewriting, Bookkeeping and Commercial Arithmetic. The majority of our class took advantage of the Commercial course, thereby preparing themselves for business life.

When we were Sophomores, we were very anxious to

begin our business training, so very anxious that we went up in the library every afternoon and wrote on the typewriters. We started out typewriting with one finger, and it was difficult and discouraging, but now, having been taught by Miss Sykes, can use the touch system and enjoy the work. We have one year only of typewriting, the Senior year, although we take a year and a half of shorthand. When we began Stenography there were eight in the class, but we lost one, leaving a class of six girls and one boy. This is one of the most enthusiastic and interested classes in the High School.

Bookkeeping is one of the most practical studies taught in the Commercial course, for it is useful in most any work taken up. All the modern methods are taught and our graduates are holding responsible positions.

Although there were only two in our Commercial Arithmetic class, it was very interesting, learning the shorter methods of addition and subtraction, which aids in Bookkeeping.

Our class thank Miss Sykes for the patience she exercised in teaching us the commercial course, thus preparing us for the great business world.

HAZEL STEVENS.





HELEN M. QUINNELL
Prin. High School, Latin and Botany

LATIN.



THINK we can truthfully say that one of the most profitable and interesting studies of our High School course has been our Latin. The first year the class valiantly built up a good foundation on which to depend for the coming three years. Miss Quinnell also taught the children some

amusing little nursery rhymes in Latin such as "O Mea Maria, tota contraria" and "Rubicilla." Naturally these appealed to their childish natures and so they were recited with great gusto.

The next year our foundations were greatly tried for we went through the great and terrific wars of Caesar and one thing especially was hard for us—namely that of building a bridge. We also learned many interesting things—especially that there was a hill which sloped up on one side and down on the other. Miss Quinnell was our valiant leader and to her we owe thanks for bringing us safely through all of those campaigns and back to our times with a desire to learn more of Latin and the lives of great Romans.

The next year—oh! how different!—No blaze of glory nor blast of war but a sweet love story told in the beautiful poetry of Virgil's Aeneid. How eagerly we "scanned" those lines! We became so infatuated with Dido and Aeneas that when Dido died we all put on deep mourning and trailed into Latin class with sorrowful faces to read about Aeneas' cruelty. We also had many animated discussions on the actions of Aeneas—some declaring he was not to blame and others condemning him earnestly. At last after visiting many interesting places—among them the infernal regions, which we all decided would never see us again—we found that we had finished the Aeneid and we laid it aside with a sigh.

Then in our senior year the juniors joined us and together we studied the perfect oratory of Cicero. Here also our love of discussions became manifest and we weighed the pro and con of many questions which Cicero discussed. And so, safely piloted through our four years

of Latin, we extend to our teacher, Miss Quinnell, our heartfelt thanks and gratefulness for the happy days we spent together in her classes, with the old Latin masters.

DOROTHY THOMAS.

ART.



OBART High School offers its members a two years' course in Art. Painting and drawing are the chief features and the classes do water-color painting, pen and ink sketching, charcoal drawing, stenciling and designing.

The Class of 1914 always have been interested in Art and we made the most of the course offered, spending all our spare time in the drawing-room painting wonderful cucumbers, beautiful rose-hops, realistic strawberries, and glorious sunsets. We were very proud of these achievements and were sorry we could not continue in our Junior and Senior years.

At the time of the Junior Banquet we put some of our training to use by painting our place-cards and making candle shades, besides using the artistic temperament we had developed, to decorate the banquet room and the tables in a very beautiful and artistic manner.

We consider the hours spent in the drawing-room well worth while and shall look back upon them as some of the most pleasant in our High School days.

EDNA SCHEIDT.





EUNICE ROPER
German and English

GERMAN.



AFTER a Freshman learns the German alphabet and how to trill his r's he thinks any other language would be a cinch to learn. For many weeks after he begins German, he may be heard making a noise suggestive of shredded wheat or corn flakes at breakfast time. The more sea-

soned "Deutscher Gelehrte" listen to his attempts with disgust.

After the grammar work of the Freshman year is over, then the fun begins. Such stories as, "Imensee" and "Höher als die Kirche," were delightful to some of the students on account of their sentimental qualities and many a blush was wasted while reading these stories.

In our Junior year when we entered the Class with the Seniors we thought we would be "swamped" by their greater knowledge but in spite of this, we succeeded splendidly with "Die Katzensteg" and "Minna von Barnhelm."

Our Senior year was entered with much enthusiasm in our work because, having three years of German we were able to read and translate fluently. "Die Jungfrau von Orleans" was enjoyed immensely by the class on account of its mysterious nature. This was followed by "Die Journalisten," which was quite different from any we had studied before, it being a political drama.

We owe our thanks to our German instructors, Mr. Zaugg, Miss Frank, and Miss Roper for their patience with the "dumpfkopfs" of the class, and we will always remember our teachers because German was the favorite study of our class.

MAYME G. BARNES.





ISAPHINE M. RICHEY

Music

MUSIC.

What passion can not Music raise and quell?
 When Jubal struck the chorded shell,
 His listening brethren stood around,
 And, wondering, on their faces fell
 To worship that celestial sound:
 Less than a god they thought there could not dwell
 Within the hollow of that shell,
 That spoke so sweetly, and so well.
 What passion can not Music raise and quell?

John Dryden.



CERTAINLY Music has a wonderful power. Although it is not considered as ranking first among the arts, yet to many it is above everything else. The most essential aid in the study of Music is a competent instructor, and we have been fortunate in having one in Miss Richey. Having been with us for three years we have learned to understand her directions thoroughly.

The best result shown by the work of the chorus and the individual pupils was displayed in the Operetta "Sylvia." The music in this Operetta was beautiful, and was well sung by all those who participated. The Operetta was considered a success, and also one of the best productions in the history of the school. This success may be attributed to the efforts of Miss Richey who directed the music, and Miss Eunice Roper the dramatic work. Still another important feature was the accompaniment by Miss Ellwyn Roper with the violin, and Mr. Paul Bruebach with the traps.

The choruses studied during the year are "Waltz from Faust" by Charles Gounod, "The Lake" by William Lewis, "The Summer Fancy" by Henry Hadley, "The Two Grenadiers" by Robert Schuman, "The Serenade" by Franz Schubert.

When we have our last class in Music, memories of the many cheerful hours we have passed in singing, during our four years of High School, will linger in our song.

ALICE SARVER.



WORK OF THE MANUAL TRAINING CLASS



THOMAS H. QUIGLEY
Mathematics and Manual Training

MANUAL TRAINING.



IN ORDER to keep pace with the forward march of events the high schools of this country must include some course in vocational training in their curricula. The advance of the world along industrial lines has created a big need for trained men. As large numbers of the boys cannot go any farther than high school there has come up in the past few years a demand for vocational training in the high school. Manual Training is probably the most important of these, because in every home there are many

small jobs of carpentering or repairing that can be done without the aid of a carpenter, if some one in the family has had some experience in the use of a few simple tools. Mechanical Drawing is important also because it teaches the boys how to design and plan structures and articles. It helps to develop habits of accuracy and expression in the boys.

Manual Training and Mechanical Drawing were started in the Hobart High School in the fall of 1913. The shop has a complete equipment of the best makes of tools, including a lathe. There are benches with a vise for every boy. The mechanical drawing tables have a sloping top and are high enough so that the boys can stand up to work without stooping very much. A stock rack was constructed for the purpose of holding the unfinished articles and the raw lumber. A tool room was built to keep all the small tools in and a cabinet for holding the mechanical drawing boards. All of this work was done in the Manual Training shops. The drawing tables are arranged in pairs facing each other and one electric light for each pair of tables.

The course starts out with simple lessons showing the uses of the tools and the methods of joinery used in cabinet making, also in the varnishing and finishing up of the articles made. The first drawing lessons give the uses of the instruments, angles and try-square. Until the boys become accurate in squaring and cutting stock and in making the drawings they are kept under close supervision by the instructor. After they get used to the work they are given the directions and have to do the work alone. With this system, under the efficient management of Mr. Quigley, the boys derive much benefit from the work.

JOHN FRANK, '17.

MATHEMATICS.

THE High School course of mathematics requires a year and a half of algebra, at least one year of geometry, but the solid geometry, which only takes half a year, is an elective.

When the class of 1914 entered High School we were initiated into the wonders of Algebra by Miss Quinnell. We learned how to substitute x , y , z , and a , b , c for numbers and be able to work out an answer. For several months we continued in this pleasant manner until we received the terrible news that the High School lacked a drawing teacher and that Miss Quinnell was to take that position. Mr. Thompson then took the Freshman Algebra class under his wing for the rest of the year.

Mr. Wiley was our mathematics teacher during our Sophomore year. Under his supervision we finished Algebra and then came Geometry, with its isosceles triangles and many others, with names which some of the students struggled hard before they could pronounce.

In our Junior year we finished plane geometry with Mr. Haughtelin as our teacher. The mind of one member of the class seemed to run to the axiom that "Things equal to the same thing are equal to each other" and afforded the class many pleasant jokes and laughs.

When it was time to decide who would take solid geometry there were many negatives and only three affirmatives, so with a class of three, we worked our way through many hard propositions, at the same time enjoying them.

At the present time the mathematics course of three years is under the supervision of Mr. Quigley.

RUTH SMITH.

DRAMATIC.

"Oh ye gods! ye gods! must I endure all this?"

"Julius Caesar," Shakespeare.



NO ONE realizes how much expression can be put in this simple line until he is up in front of the class quoting from Caesar and all eyes turned in his direction. But all through our High School life we have, more or less, enjoyed the dramatic work.

Every year we have given at least two plays and our class has always been well represented. And during our four years of High School there have been seven medals won by our class in Reading and Oratory, four silver and three gold ones.

At the beginning of our Senior year the High School was divided into two Literary Societies with Dorothy Thomas and Alice Sarver as presidents. Every two weeks one of these societies gave a program. The following were the programs given. "Home Ties" was given for the benefit of the "Aurora."

Violin Solo	Traemneri
Myrtle Wild—'16	
Reading.....	How Sockery Set a Hen
	The Dutchman's Snake
Agnes Lennertz—'15	
Quintette.....	All Thru the Night
Elmer Niksch—'17	Isabel White—'16
Herbert Petterson—'17	Myrtle Wild—'16
Evelyn Mantueffel—'16	
Reading.....	'Ostler Joe
Ethel Halsted—'14	

Piano Solo.....Silver Sprays

Gladys Snyder—'16

Violin Solo.....Serenade

Freda Nagel—'15

CENSUS TAKER

Mrs. Norton.....Ethel Halsted—'14

Sympathy Norton.....Helen Wild—'17

William Norton.....Elmer Niksch—'17

Census Taker.....Willie Wollenberg—'17

Trio.....Galope Militaire

Helen Smith—'15 Gladys Snyder—'16

Alice Sarver—'14

"THE HEAVENLY TWINS."

Geo. W. Barton, Students at Yale,Elmer Niksch

Tom Jackson, "The Twins" ..Herbert Peterson

Miss Samantha Brown, Principal of Miss Brown's

Select School for Young Ladies.....Thelma Fetterer

Miss Sophronia Brown, her sister.....Florence Strom

Mrs. Prof. Barton, mother of George and friend of

Miss BrownLoretta Malone

Helen Clark,Helen Rose

Adele DeCourcy, Girl chums in SchoolHelen Smith

Lou Brighton,Elsie Gruel

Clara Cole, Girls inHelen Wild

Miss Jennings, Miss Brown's SchoolRuth Miller

Miss Johnson, ..Gussie Bowen

JanitorPhilip Waldeck

DetectiveRaymond Wood

"HOME TIES."

Martin Winn—With memories of the past.....

Willie Wollenberg

Leonard Everett—A son of the soil.....Philip Waldeck

Harold Vincent—From New York.....Raymond Wood

Josiah Tizzard—An umbrella mender.....George White

Ruth Winn—Martin's daughter.....Alice Sarver

Alma Wayne—Her friend from the city—Dorothy Thomas

Aunt Melissa—Martin's sister.....Hazel Stevens

Mrs. Poplin—A widow, with a pension and

"symptoms"Mayne Barnes

Lindy Jane—Who "helps around".....Ethel Halsted

The High School Play.

"Home Ties" was great! The cast was well chosen and each character was splendidly presented. There was not a weak spot in the entire cast.

Prof. Thompson must feel gratified at the smoothness and vivacity with which the play moved off. The large audience enjoyed a pleasant evening, and added materially to the fund necessary to publish this year's issue of the "Aurora" in fitting style.

The girls' chorus gave two selections very acceptably and Miss Richey's playing of her own composition between acts added greatly to the pleasantness of the occasion.—Gazette.





G. H. THOMPSON
English

ENGLISH LITERATURE.

BY ALL, I believe, it will be agreed that one of the greatest foes of progress in any age is a narrowness in the development of the minds of the people. However, this narrowness is rapidly growing less, and the present age is progressing because the interests and activities of the people are gradually becoming more extensive. Many agents are at work in creating a many-sided development

of the public mind. Some are working among the present generation, bringing before the adults a variety of new subjects for their thoughtful consideration. But it is also agreed that the work which yields the most certain, the most lasting, if not the most rapid results, is the work among the rising generation, whose minds, still in the formative state, are ready to be shaped and molded by any potent influence. It is vitally important that the influences which are brought to bear on these young minds are influences which tend to combat narrowness and to promote their greater development. The greatest broadening agent at work in this important field to-day is the study of the English language in the High Schools of America.

This study not only broadens the view and gives the needed variety to the ideas of the student, but is of great aid to him in grasping the full meaning of the text-books in any other line of research, which meaning often escapes the understanding of those who, from lack of proper study or from a meager, inexpressive vocabulary, are unable to comprehend in its entirety the idea presented. Then, too, with a good understanding of English, the wonders, the beauties, the pleasures of the great world of English literature are open to him. He may pass the day in monotonous, mind-dulling labor, and spend his evenings with the greatest minds of all time, thinking their thoughts, and adding to them observations from his own experience, thus preventing his mind from becoming narrowed to the unpromising confines of his uneventful daily labor. Surely the study of the English language by the rising generation will be a great factor in aiding the progress of the race.

Hobart High School has always stood for progress.

The appreciation of the importance of the study of English is shown by the fact that in no other subject are four years of work compulsory for graduation. The course is well planned and carefully presented, and consists of two parts. The first is two years' work in composition in English, teaching the student to write English clearly, concisely and expressively. The second is two years' study of the life and writings of the great lights of English and American literature.

The class of 1914 put in two years of composition work under the able guidance, for the first year of Mr. C. E. Newlin, and for the second year of Miss Edith Wood (Parker). Many were the themes we composed in those two years, on such a variety of subjects that it would be useless to try to recount them. During the past two years we have taken up the study of the authors and their lives and works, receiving instruction from Supt. Thompson, and we have enjoyed and profited from our work.

The classics we have studied are numerous. In our Freshman year, under Mr. Newlin, we read eagerly Scott's "Ivanhoe," enjoyed his "Lady of the Lake," admired the patriotic sentiments of both Washington's "Farewell Address" and Webster's "Bunker Hill Oration," were piloted safely through Addison's "De Coverley Papers," and received our first introduction to classic drama in Shakespeare's "Merchant of Venice." As Sophomores, Miss Wood brought home to us the beauties of Milton's "Minor Poems," struggled hard to bring us to an understanding of Macaulay's very scholarly and verbose "Essay on Milton," showed us the charm of Hawthorne's style in his "House of Seven Gables," and the great character-portraying power of Shakespeare in

his powerful tragedy "Macbeth," besides giving us much pleasure in helping us to interpret George Eliot's "Silas Marner."

Last year Mr. Thompson introduced us to Tennyson's excellent lyrical poems, "Idylls of the King," founded on the legends of King Arthur and his knights, and written in the most expressive and poetic language. We read also Dickens' "Tale of Two Cities" and marvelled at the great novelist's power of description both of scenes and of characters. Carlyle's "Essay on Burns" was read, and we appreciated his praise of Burns' work, and were interested in his explanation of Burns' peculiar character. Here the essayist, without ignoring the shortcomings of the poet, praises his excellent work and on his very faults preaches a whole philosophy of life in a way to bring home fundamental truths forcibly.

Our Senior year, given to the study of English authors, has included reference work in the productions of many of them from Chaucer to Tennyson. We have studied especially Shakespeare's "Julius Caesar." In this great play Shakespeare, the master dramatist, kills his hero early in the second of five acts and yet at the end makes us feel the greatness of the man through the ruin and destruction brought about by his downfall.

Thus we feel that our work in English has been comprehensive. We have been introduced to the great writers of England and America from Chaucer to Whitman, and have read some of the work of the greatest in each branch of literature. Our special gratitude is due our teachers for their kind patience and helpfulness in meeting our faults and failings. Surely our four years of work in English have been filled with pleasure and profit.

GEORGE H. WHITE.

SEADR



CLASS HISTORY.



H, THAT wonderful day when the class of 1914 entered High School. We were the first Freshmen to enter the new building and we are the first graduating class that have spent our four years of High School here.

The fall of 1910 school opened in October, for the new building was not ready for occupancy in September. The first morning the Freshmen all arrived early and held a regular class reunion in the hall, for many of us had been away during the summer and our vacation had lasted for four months.

When the bell that called the classes was rung, we entered our room to find just a bare room, not a seat or a desk for us, but the window sills were numerous and wide so we were soon comfortably seated.

We had a class of thirty-one and were a fine mark for being teased by the upper classes. For nine months we were not allowed to walk the halls without someone saying, "How green they look," or some equally bright remark. At first we thought we must obey and stand in awe of the Juniors and Seniors, but we soon realized that we were a powerful class, and we considered the names "green" and "Freshmen" as an honor, for by then we gained notoriety.

During this first year we had many parties which were always a success, for we had a large and fine crowd.

The Freshman class was well represented at the Semester examination, but all came through safely. At the second semester there was a smaller delegation, for we learned by experience that semesters were no joke. When we received our credit cards we realized that we

were no longer green Freshmen, but wise Sophomores. We still consider our Freshman year one of the pleasantest periods in our school days.

As Sophomores we realized our power to torment the Freshies below us and often enjoyed ourselves at their expense. Our festivities during this year were not numerous, but we gained three medals in the oratorical contest and gave a party in honor of our contestants. We had lost many members, and there were only fourteen of us, but we were still a lively crowd and made the most of our time.

When we gained the name of Juniors there were only eleven of us. This was the year that we must banquet the Seniors, so almost as soon as school started we chose our class officers. Dorothy Thomas was our president, Edna Scheidt our secretary, Mayme Barnes our treasurer, and we immediately began to pay our dues twice a month.

Before Christmas we lost one member, but soon gained another, so we were still eleven in number.

At the end of the term we gave our banquet, which took lots of work, but we turned the work into frolic. The clearing up was more fun than preparing, we turned our work day into a picnic day.

Then came the work of decorating the auditorium for the Senior commencement and seeing them off. We were really the Seniors but would not take our places as such until the fall.

At the beginning of this year we entered the same room we had as Juniors. The Juniors had taken the seats we had used the year before, but they kindly gave them up to the Seniors.

We have not had many social times, but gave up much

of our time to prepare programs for the literary societies, the officers being nearly all Seniors.

After the mid-year vacation we elected our class officers. George White is president, Loretta Malone is treasurer, and Ruth Smith is secretary. We also chose the editorial staff for our annual, and as our class is so small we were all editors of something. Many tiresome and busy hours have been spent in preparing our work, but it has all helped us.

Our class members have received five medals in oratory and reading. We have been well represented in the High School plays and all festivities.

We feel a deep regret at leaving our school days behind us, especially are we sorry to leave our friends and our classmates, for we realize how much we love each other and have enjoyed each other's society.

RUTH SMITH.

SOCIAL.



THE Class of 1914 has had many good times during its High School Course. We have not always been as small a class as we are now, and we were sorry to lose many of the friends who had been with us through eight years of school life, but left us when we entered High School. Then, too, many have left since our Freshman year, and we have missed them greatly. But during our four years we have had no little pleasure and social enjoyment, and have never lacked initiative.

In our Freshman year, school opened in the beginning of October, and the first social event of our High School life was a Hallowe'en party given at the home of Edna Scheidt. The house was prettily decorated with pumpkins and autumn leaves, the candlesticks were made of ears of corn, and the whole effect was very charming. A boisterous bunch of untamed Freshies passed the evening merrily, and remained till after the "witching hour."

In the last semester, the German section of the Class gave a "Dutch Lunch" at the home of Geraldine Swanson. The decorations were quaint dutch figures, and the games and refreshments were appropriate. A splendid time was reported by the Germans. Just before school closed, the Latin division gave a party and invited the Germans. The affair was held on the lawn at the Crockett home. Games, refreshments, speeches and songs were in order until a late, or, more strictly, an early hour.

Two of our class Esther Kucaba and Helen Hildebrandt entered the Oratorical contest in their Freshman year. So, in their honor, a party was given by the proud classmates, for Helen had won the silver medal and Esther had done well. The class gathered at the home of Carl Krausse, and every one had a good time.

In our Sophomore year, Geraldine Swanson moved to Crown Point. We were sorry to lose her, but before she went we held a farewell party at her home and had one more jolly good time together for her to remember us by.

In May we again gave a party for our contestants, two of whom had won gold medals and one a silver one. All the guests spent a pleasant evening, or at least seemed to, and we were very proud of our social event.

Also during this year a club was formed of most of

the Sophomore girls, and the meetings were lively and very much enjoyed by all. Indeed, we were so envied that the Senior girls also formed a club, flattering us by following the example of the Sophomores.

The only festal day of our Junior year was the reception given to the Seniors. The reception was given at the home of Mr. and Mrs. Lewis Barnes, and the banquet in the hall at school. The hall was beautifully decorated in the class colors, gold and brown, and all say the banquet was a great success. The day after the reception was given to cleaning up and a good time.

In our Senior year we have not had time for festivities, our time being taken up with editing the "Aurora," but we will meet in a social way for the last time as a class at the banquet which the Juniors will give us on May 14, and we expect to make the most of the last good time we shall have as classmates in H. H. S.

MAYME BARNES.

Per X, Y, and Z.



SUPERINTENDENT'S OFFICE



ATHLETICS.

BASKET BALL is one of the favorite recreations enjoyed by the pupils of Hobart High School. Competing with the other schools for honors, make it all the more interesting.

The boys' team was composed of Freshmen and Sophomores. They worked diligently and when they become Seniors they will no doubt have a fast team.

The girls' team accomplished some good work. Under the coaching of Miss Eunice Roper, the girls were victorious in three games. The first game, early in the

Basket Ball season, was played with Gary at Hobart.

This game was the only one lost by the girls and the score was 8-4. Instead of being discouraged over this defeat, the girls were determined to win the remaining games. On Jan. 17, 1914, Michigan City Girls played the Hobart Girls. The score was 8-5 in favor of Hobart. The next game was played at Gary. The Hobart girls were again victorious, the score being 6-5, and consequently the game was intensely interesting owing to the close score. The last game on Feb. 13, 1914, was at Michigan City. Another interesting game was witnessed, and Hobart won, 9-8.

ALICE SARVER.



CLASS PROPHECY.

Chicago, Ill., April 1, 1919.



DEAR MAYME:—I am writing this letter really at random. While reading the foreign news items in the Sunday paper, I came upon the name of Countess Gritouski, formerly Mayme Barnes, an American girl. It reminded me of our school days and all of our class, and I thought that you, being so far away, might like to hear from your old schoolmates. I have remained near home and hear from them all occasionally either directly or through the different newspapers.

On Wednesday night I went to the theater to see Ethel Halsted, who is starring in Shakespeare's "Romeo and Juliet." I was able to speak to her. She is the same Ethel, optimistic and pleasant, and has many conquests, but declares she is in love with her art.

Dorothy is a famous politician. She is doing much in the building up and purifying of her country. Not long ago I heard her give an address and by her gentle persuasion she won the hearts of all. Soon she will go to Washington to represent the Tenth Congressional District of Indiana.

I visited Hobart several weeks ago. I met several of our old friends while there. Alice is a housewife, she lives in a lovely home and does everything in her same energetic manner. Hazel is private secretary to the mayor of Hobart. She is a champion stenographer and has won the praise of many by her excellent work.

I read an item in a New York newspaper of a great

inventor who is visiting that city. It is Everett Newman, our old classmate, and his fame is almost world wide.

Edna is a great artist. She is fulfilling the promise of her high school work. Her pictures are sought by great financiers, who pay high prices for them.

George is gaining fame as an orator and lecturer. He has circled the world and now is lecturing, telling of his experiences.

Among the list of names of nurses who are aiding the poor unfortunates injured by the late eruption of Mt. Vesuvius, we found the name of Loretta Malone. We had not heard from Loretta for several years, but we knew she was not idle.

All the members of our class have made good and we should consider this an honor, for we not only fulfill the expectations of our teachers and friends, but exceed their fondest hopes.

When you return to America I should like to have you visit me here in Chicago, and while you are here we will have a reunion of the class of '14.

With love,

Your friend and classmate,

Ruth.

P. S. Dearest Mayme: Ruth has just finished a letter to you and she tells me there is room enough for me to add a postscript. I am visiting her in her home for several days while I am in Chicago. It certainly is a joy to visit her for she has a delightful home and is a perfect hostess; in fact, that is what she is noted for now. Grant and she are a perfect couple and still act as if they

were enjoying a honeymoon and not as if they had been married three years.

We all hope that you can come back for the class reunion.

Lovingly,

D. T.

CLASS WILL.



WE HAVE been told by the school physician, Dr. Mackey, that our class cannot possibly survive its school life longer than May 22, 1914, unless we could all be "flunked." But on eagerly questioning all members of the faculty, we have been informed that it would be absolutely impossible to "flunk" such a brilliant class. So, knowing that our school life is very short, now we have come together to give all of our property to the classes to follow us.

First of all, we give to the Junior class our title of "Seniors," which we hope will be borne by them with as becoming dignity as it was by the Class of 1914.

To the Freshman class of today we give the right to abandon their charming childishness and assume the name of Sophomore with as proud a feeling of old age as they may wish. We also give them the right to look down on the children who will take the name of Freshmen, and to tease them as much as they themselves have been teased, or even a little more.

The personal possessions are to be distributed among the Juniors—each one may choose that which he likes best, for out of such an array we feel sure that they can each find something to please them.

We proudly hand down to them the office of President of the Senior Class, and the ability of our President, George White, who has so ably presided over every class meeting and wisely directed the class affairs. But we wisely caution the one who is to take his place not to study quite so hard.

We also give the right to have the School Pianist, who is to do as well as Alice has and receive equal praise; and with this goes the right of being very faithful, especially to the one and only "dear."

To the one who is particularly fitted, we give Ethel's dramatic ability—and other abilities, especially that of collecting stray hearts.

Edna's artistic deftness, personal beauty and sweet temperament will be one of our most treasured gifts, and we hope it will be appreciated as much as we appreciate Edna.

Ruth's way of saying "I don't know any of my lessons" and then her ease in reciting and showing others that they don't know them; her fiery little temper, yet sweet loveliness will be acceptable gifts, we know.

And here is one of our greatest bestowals—inventive genius and a mechanical turn of mind, which are now possessed by Everett Newman, who can be pleasant or distant just as he wishes. May the one to take his possessions wish the former always!

Light-heartedness and joyousness! What could be more desired? Oh! Yes! And running a little car—all

these accomplishments of Mayme we pass on to some fortunate Junior.

And now the stately Psyche knot we bestow—that of Hazel Stevens; also, to the one who desires it, her walk.

Ah! What are these so envied and sought for accomplishments? Can't you **hear** the reason? It is the beautiful voices of Loretta and Dorothy singing a duet—"Spring is in the Air" and "All Through the Night." But, thank goodness, it doesn't last all through the night, but ceases when the noon-bell rings for school.

And so, having bestowed to you, Freshmen, Sophomores, and Juniors, many of our treasures, there is but one thing for us to do 'ere we depart this school life, and that is to pay the debt of gratitude to our teachers who have helped us through this life in school, and who now put the seal of approval on our achievements.

So the Class of 1914, having paid all its debts, given away all its possessions, and lived its school life, leaves you all, with a sigh, it is true, but with eager longing to enter the next life—life out in the world.

DOROTHY THOMAS.



AMBITION.

I'M glad I'm not a Sophie,—
I'd hate to feel so swell;
I'd rather be a Freshie
And work as hard as—well
I won't say just how hard, though
I'm quite sure it's hard enough:
I'd rather be a Freshie
And ignore the Sophies' guff.

I don't like to see the Juniors
Strut around with heads held high,
A-thinking no one else should have
A finger in the pie.
They think they're so much better
Than us 'common Freshie jokes'
And in a set much higher
Than the other High School folks.

But it surely must be great to be
A Senior high and mighty,
And discourse on Chem and other things
Of higher brand so lightly.
That's my loftiest ambition,
Leaving this green Freshie state
To land somewhere 'way up higher
As a Senior so sedate.

GEORGE H. WHITE.

LETTERS FROM ALUMNI

Hobart, Indiana, April 20, 1914.

To the Aurora, its Publishers and Readers:

You, the Class of 1914, are publishing the Aurora. You are finishing your High School course and approaching the Aurora of your life. You have reached the point where your life spreads out before you with the highlights and shadows alike tinted rosy by education and training. Perhaps you are looking over your High School days and wondering how the lessons learned will benefit you. In a few words I will endeavor to tell you my conception of what a high school course should mean.

Most educators are agreed that, if the lessons learned in school are all forgotten, an education is well worth while. Why? Because, having completed your education, you will always know where to look for the information you need, while the training and ability acquired from persistent study will stay with you and help you win the battles of life.

If you will study the people whom you meet you will notice that they differ greatly in their power of perception, observation and reason. Some will see and feel the throbbing pulse of nature or the power of the unseen physical forces about them, while others are ignorant of the existence of these things. Some will see, in little things, possibilities for development and advancement, while others stumble by. They are the ones who will be most successful in the struggle of life. They are the strength and backbone of the nation.

The child has the power to perceive and observe in a high degree, and the desire to explore the unseen and unknown. When the child becomes acquainted with books, the tendency is to accept their contents for their own value instead of using them for thought and further advancement. The reader falls into the rut of the writer and no further development is possible. Herein, my friends of the 1914 Class, lies the value of all education in particular. It should increase the powers of observation, perception, and reason instinctive to man and make each person an entity, capable of individual thought and action, and not a mere atom, groping among the masses of humanity in long trodden paths.

In conclusion let me say that I believe my High School work benefited me greatly and I look back with pleasure to my High School days. May you, the members of the 1914 Class, be successful in all your undertakings, both individual and collective.

Sincerely yours,

Fred W. Frank, H. T. H. S., '09.

Chicago, Ill., April 25, 1914.

Class of 1914 and Friends:

It gives me great pleasure to know there will be another issue of the "Aurora." I have read them every year and altho one may not know the graduates each year, there is still an interest in H. T. H. S.

There were nine graduates in the class of '06, one of which is in the west, another in Panama, three in Illinois, three in Indiana and one in Ohio. Altho scattered, they manage to hear of one another and always with H. T. H. S. as the connecting link.

Wishing you all success for your book, I am,

Sincerely,

Mrs. Frank Fulton, '06,
(Eva Deutsche)

Ainsworth, Indiana, April 24, 1914.

Class of 1914 and Friends:

It is not only a duty which I cheerfully perform, but I consider it a rare honor and privilege to testify in the cause of education. I want to say first that I enjoyed the four years which I spent at the H. T. H. S. as I also enjoy the work for which it prepared me. No young man or woman can hope to succeed in any vocation unless thoroughly trained for it. The day has passed for luck to succeed and the day has passed for untrained ability to get on except under exceptional conditions.

The greatest problem which confronts the high school student of today is the choosing of his life work. This task having been done as

early in high school as possible he should pass through his course gleanings facts and paying particular attention to that phase of the work which will aid him in his chosen profession.

The people who are becoming leaders today are high school and college graduates who have specialized along their line of work and persevered until they have attained success.

Education does not mean an easy life as is sometimes said, but it simply prepares one to do more work and do it successfully. Without the high school course as a foundation one passes through life handicapped in many ways.

In concluding, I frankly say that I value my high school training very highly and would urge every boy or girl to take advantage of an opportunity to gain a high school education.

Bliss Shearer, '12.

ALUMNI OF HOBART HIGH SCHOOL.

1889

Carrie Banks
1891
Grace (Rifenburg) Conroy
*Mamie Jory
William Portmess
1892
L. Victor Seydel
Menta (Mander) Williamson
Emily (Ammerman) Alexander
Arthur Roper
Mary (Gordon) Ballentyne

1893

*Howard Gordon
Agnes (Flester) Barnes
1894

*Ida Lutz
Mamie Hancock
Thomas Roper
Hattie (Belt) Wellock

1895

Amanda (Triebsee) Robinson
Edward Harney
*Hugh Thompson
Arthur Cook
Floyd Bayor
Robert Roper

1896

Pearle (Banks) Lutz
Clara (Peterson) Foss
*Edwin Gordon
Pearl (Kent) Beltzhoover

1897

Mary Portmess
Daisy (Lambert) Bullock
Norma (Scholler) Samuelson
Laura (Nitchman) Keyes
Ruth Portmess
Mary (Roper) Strong

1898

May Cheney
Teckla (Anderson) Ceander
Luther Roper

1899

Bliss (Roper) Newman
Martha (Harrison) Brown
Myrtle (Banks) Iddings
Charles Blank

1900

Lillian (Blank) Baker
John Johnson
Laura (Johnson) Irish
Jennie (Crockett) Irwin
Joseph Mundell
Clara Peterson
Charlotte (Roper) Young
*Bernard Peterson
Dora (Stauffer) Halsted
Esther (Blank) Myers

1901

Joseph Johnson
Mabel (Rowe) Butler
Bessie (Banks) Idle
Albin Hazelgreen
Ella (Nelson) Carlson
Anna (Michelsen) Morton
William Crockett

1902

Vieva Scoffern
Dwight Mackey
Arthur Carnduff
Esther (Nelson) Williams
Philip Roper
Elvira (Larson) Ewing
Ruth (Bullock) Mackey

1903

Alla (Rhodes) Carnduff
Nettie (Londenberg) Dawson

1904

Lena Michelsen
Anne Fleck
Sena Borge
Cora (Ragen) Maybaum
Blanche Quinell
Bessie Hayward
Howard Carlson
Harte Mundell
Frank Reissig
William Warchus
Ellen Malone
Cora (Saxton) Papke
Paulina (Marquardt) Newman

1905

Floyd Saxton
Elsa Wettengel
Agnes (Carnduff) Knappenberger
Gilbert Bullock
Marie Johnson
Beatrice Quinell
Charles L. Jahnke
Oliver Bullock
Floyd Scholler
Clara Fleck
Edna (Mundell) Troehler
William Killigrew
Harry Parker

1906

Olga (Neef) Bullock
Eva (Deutsche) Fulton
William Sholl
Ruth Boal
Jennie (Carlson) Quackenbush
Laura (Reissig) Bracken
Henrietta (Gibson) Groves
Gladys (Henderson) Parker
Laura Lennertz

1907

*Howard Halsted
Genevieve Gibson
Agnes Williams
Lily (Jahnke) Milling
Lea (Scholler) Oakes
Amanda (Bullock) Carr
Eunice Roper
Eric Carlson
Cecil Peterson
Esther Boal
Eva (Odell) Diedle
Ethel Frank
Beatrice Drew
Alice Mundell
Lucy Mander
Kathleen (Killigrew) Hake
Floyd Banks

1908

Thomas Michelsen
Julia (Fleck) Griffin
Ralph Wood
Hazel (Lewis) Myrick
Florence Banks
Gertrude (Sweeting) Reeder
Viola Wall
Nettie Kraft
Alice Struebing
William Marquardt
Edna (Carpenter) Covalt
Julia (Peterson) Moberg
Martha Heck
Lillian (Rossow) Hasselbar
Gladys (Mackey) Woods

1909

Henrietta J. Harms
Emily E. Bracken
Dering D. Melin

Lenna L. Peddicord
*Theresa G. (Butts) Halliday
Fred W. Frank
Helen Mackey
Gladys P. (East) Spry
Lizzie Klausen
Lillie (Rose) Scholler
Hattie C. Papka
Margaret (Bullock) Killigrew

1910

Bessie Banks
George Tabbert
Ellwyn Roper
John Killigrew
Ethel (Crockett) Hickman
William Traeger
Mildred Neef
Henry Harms
Edna (Sydel) Tree
Edna Traeger
Margret Boldt
George Tree
Beth Swanson

1911

Marguerite Swanson
Isa Bullock
Emma Gruel
Herbert Hartnup
Alice Larson
Rose Phillips
Carl Lennertz
Elmaida (Johnson) Taylor
Bertha Kraft
Paul Bruebach
Cora (Demmon) Hack
Elsie Rose
Hugo Fifield
Maltilda Harms

Edna Borger
Fred Weaver
Alvina Krausse

1912

Doris White
Benjamin Smith
Ruth Johnson
Edith M. Chase
Leon Killigrew
Hazel Halsted
Minnie H. Traeger
Arthur Johnson
Katherine Ramenstein
Mabel E. Traeger
Harold E. Tabbert
Hazel Strom
Lawrence C. Traeger, Jr.
Ella Londenberg
John C. Fleck

* Deceased.

Cecil Martin
Leroy Ramenstein
Bliss Shearer
Gordon Price
Clara B. Mayhak
William A. Fleck

1913

Ruth S. Thompson
Ralph G. Banks
Fred W. Rose
Lightner G. Wilson
Gladys A. Maxwell
Edith E. Ream
Forrest Crisman
Bertha C. Busse
Ralph Kraft
Olive E. Wood
Walfred L. Carlson





THE FIRST SCHOOL-HOUSE.



HE accompanying picture is one of a building, as it appears today, around which is gathered no little historic interest. The exact date of its erection is not known, but it is certain that this building has stood for more than sixty years and was used as the first school-house in Hobart. It is this fact that gives it historic interest.

At the time when this building was used as a school-house, the course of study consisted of Arithmetic, Reading, Geography, Spelling and Writing. Pupils traveled

as much as two or three miles on foot to attend the sessions.

The school term was divided into two parts, the summer and winter terms. During the summer the scholars were mostly young children, because the older ones were needed at home to aid in the farming. During the winter term, however, the pupils were more numerous, and the teaching was usually in the hands of a man. The school work was well presented and the pupils learned much because their attitude was one of close attention, and desire to learn.

Among the teachers were John and Ann Bartlett, Edward Morse, a Miss Underwood, Michael Firestein, and Alfred H. Heath; also, later, Dr. Homer Tillotson, now of Michigan City. Some of their pupils were Elmer Atkins, N. P. Banks, Harry Brewer, Edward and James Roper, Wesley Spencer, Rodney and Louis Castle, Olive Chandler, George Smith, Thomas J. Stearns, O. H. Spencer, Amelia Spencer, Philip Hodson, and James Muddell.

The contrast between the school of today and that of sixty years ago is striking. From a little one-room school-house such as this to one such as the Hobart High School of today, is a far cry. But this only is another evidence of the progress that our state has made in the last three score years.



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JOKES.

Mr. Thompson—"What is the meaning of right?"

Ross—"Opposite of wrong."

Miss Quinnell—(in botany)—"What is a silo?"

Herbert—"A well on the top of the ground."

Agnes—"They didn't raise their own salt, but they got it from other countries."

Mr. Quigley—(in Solid Geometry)—"How can we make these planes parallel?"

Mary—"Make them follow their feet."

Mr. Stoltz—"What was the result of the importing of tobacco into England?"

Hazel—"Everybody smoked."

Miss Quinnell—"Where is a bee's stinger?"

John—"In his mouth."

Bright Sophie explains to the History class that the Jordan River is 15,000 miles below sea level. The class are wondering where that would be.

Mr. Thompson—"Who killed Macbeth?"

Alice—"His wife."

Mr. Stoltz figures out that the reason some people want inauguration day later in the spring is so that they can show off their wearing scenery.

Willie's essay on Napoleon: "Napoleon, the first one to sail around the globe, died a prisoner on St. Helena." And also, "Napoleon died on the island of St. Helena, who was a great general."

Miss Quinnell—"I think Lily will be a dressmaker."

Willie—(just waking up)—"Who? Me?"

Mr. Thompson—"What were you objecting to, Hazel?"

Hazel—"O, nothing. I was just looking at you."

American History. Each girl gets a man! How nice!

Hazel S.—"I am going up in the basement to study."

Miss Quinnell—(in Cicero)—"This is the first mention of Cicero's family."

Mary—"Miss Quinnell, there are only seven."

Mr. Stoltz—"What did Alexander do next?"

Howard—"He died."

Miss Quinnell—"What is the hardest part of a cow to digest?"

Gussie—(excitedly)—"The gizzard."

Mr. Stoltz—(in Ancient History)—"All right, Raymond, we will hear your paper."

Raymond tried to tell the Sophomore History class of a forest in a desert.

Miss Quinnell—(in Latin)—"Where is the catch in the word?"

Elnora—"In the masculine plural."

Ross—(translating German)—Engelknaben (Angels)—"Angel boy."

Senior girls get excited. They think Micky is going to continue his old habit of counting his money.

Mabel F.—(in History)—"William the Conqueror's horse was shot from under him five times."

Awful!!!! The tablet of a Freshman boy was found full of girls' pictures.

Miss Quinnell—(to two Senior girls)—"Every silly girl in love ought to see 'Blindness of Virtue.' I got two tickets."

Miss Quinnell—(in Sophomore Latin Class)—“What word do we get from “cupidus?” (meaning cupidity).

Howard—“Cupid.”

Ethel—“My grandmother’s father’s grandfather was Daniel Boone.”
Loretta—(trying to beat it)—“My father’s mother’s brother’s sister was Mrs. George Washington’s aunt.”

Junior class meeting 12:30 a. m. Rather early, but the Juniors seem to be all present.

Hazel S.—(in Chemistry)—“What is gun cotton? Is it cotton treated with a gun?”

After three days of Bacon the Junior class decided that they would like a change in the menu.

Miss Sykes—(in Com. Arithmetic)—“Who use Troy Weight?”

Hazel—“People of Troy.”

Mr. Stoltz—(in Civics)—“Oh well, we are not interested in the White House wedding.”

Civics class wonders whose wedding he is interested in. The problem was solved later.

Miss Roper—“How is it that a son of a great man is generally very different from his father?”

Ethel—“Maybe he takes after his mother.”

Miss Quinnell—“Oh, I just think that little Clara Linkhart is the dearest thing, I could just hug her.”

Howard R.—“Let me do that Miss Quinnell.”

Bright Sophie—“People are buried with their feet to the road.”

Miss Quinnell—“Where is George?”

Mary—“In the other room.”

Miss Quinnell—“Guess I’ll have to go find him.”

Mary—“Oh, let me go along.”

Mr. Stoltz—“Tell of John Smith.”

Hazel—“Well, the Indians killed him and then he went back to England.”

10:15-10:55. George White’s hour for sharpening pencils for Senior Girls. He has a thriving business, not saying anything about the money he makes.

Hazel—(quoting from Julius Caesar)—“For taking bribes here of the Sardines.” (Sardians).

Mr. Stoltz—“Green vitrol is given to chickens for a tonic.”

Everett—“What? A hair tonic?”

Mr. Thompson—“How did the story end?”

Ethel—“Oh all right; I guess he got her.”

Mr. Stoltz, to Hazel—“Do you think Miss Richey will excuse you from music this morning, or should I ask her?”

Hazel—“Sure, she will if you ask her.”

Miss Q.—“Everett, I wouldn’t be surprised if you did go some place from here.”

Hazel—(real excited)—“That isn’t a boy, that boy is a girl.”

Mr. Stoltz—“Philip, when you go skating don’t you always have to look ahead? Honest, now, Philip.”

Philip—“No, sometimes I skate backwards.”

Miss Q.—“An oyster’s liver is all around its stomach, and its stomach is inside its liver.”

Hazel—(in American History class)—“They executed him by killing him.”

Miss Q.—“Everybody got through the Semesters without being hurt or killed.”

Willie W.—“Yes, but we got shot at.”

Mr. Stoltz—"Who led the Isrealites into the promised land?"
(Joshua)

Fred H.—"Johanna." That's the time he gave himself away.

Phillip—(In Ancient History)—"Romulus killed himself and died."

Mr. Stoltz—"Who was the first man to sail around the world?"
Bright Junior—"Columbus."

Mayme has a bright red Metz,
And a bright red Metz has she.

She drives along the broad highway
Just at the close of day.

And often meets a certain chap,
Who makes her very glad.

Then in the Metz he steps
And o'er the green they speed.

Hazel's essay on the Boston massacre—"They did something they
didn't like so they shot them all."

Mr. Stoltz—"I'll put on the light and then probably I can hear
better."

Mr. Stoltz questions Everett about the price of terra cotta. We
wonder if this can have any significance.

Mr. Stoltz—"What are you working at now, Hazel?"
Hazel—"I'm just trying to think."

LORETTA MALONE.

CALENDAR

September.

- 1—School opened.
- 5—Literary societies organized.
- 19—First Literary program given and it was enjoyed by all.
- 25—Mr. Stoltz talks of women styles in Civics class.

October.

- 1—Mayme is blue, Quant goes to Chicago.
- 3—Second Literary program given.
- 4—Class pins selected.
- 18—Class pins arrive. Run, George, Run.
- 23—Civics class has a visitor but Everett frightened it away.

November.

- 5—Mr. Stoltz was called to the phone and when he came back he was
all smiles. The Seniors had a clue.

December.

- 1—Is Mr. Stoltz married?
- 2—The class flower and class colors chosen.
- 5—Heavenly Twins and they proved to be heavenly.
- 8—Aurora staff.
- 15—Commercial Arithmetic class on the stage.
- 23—Mr. Stoltz is married.
- 25—Merry Christmas.

January.

- 1—Happy New Year.
- 6—Back to school again.
- 7—Everett kisses Ethel's hand and in a few minutes he gains enough
courage to kiss her cheek.
- 12—Ethel and George visited Beach's together. How exciting.
- 16—Boys play basket ball at Crown Point.
- 17—Girls play basket ball at Michigan City.
- 22—Ethel is all puffed up over becoming the main attraction among
the actors.
- 26—Chemistry class use nitrous oxide, (laughing gas) and they have
good results. The whole class were effected.

28—Oh!!!! Mayme has a headache.

30—Boys and girls play basket ball at Gary.

February.

2—Oh! my kingdom for a man.

3—Mr. Quigley declares that he has the wool pulled over his eyes.

4—Where is the class motto?

5—Class motto found.

9—Isn't it the limit, that class motto is gone again.

10—"Now you people will have to hang on to that motto."

11—The class motto was found, and where do you think it was? In the dictionary, the only book in the school that could hold it.

13—The girls play basket ball at Michigan City.

16—Ethel exclaims in class meeting, "Mr. President, he is pulling my hair."

25—Charlie arrives.

27—Boys go to Whiting and get beat.

28—Senior and Junior girls quarrel over Charlie.

March.

3—Mr. Stoltz tells the Juniors and Seniors how long it takes him to powder his nose and curl his hair.

4—Mary tired of life tries to drown herself and her troubles in a bottle of ink. Attempt unsuccessful owing to the size of Mary and her troubles compared to the amount of ink.

11—Hazel finds reserve seats in the Laboratory.

13—Boys go to Hammond and play basket ball.

17—Freshmen celebrate, and who has a better right?

18—Music with our meals.

19—Everett tells Mayme the definition of brains.

20—Ethel present Loretta with Thanksgiving greetings. How thoughtful of Ethel.

23—Mr. Quigley sports a new hat.

24—George is all dressed up. Where can he be going?

25—Phillip declares that Cleopatra and he are not getting along very well.

26—The fountain gets washed.

28—Is Mr. Quigley engaged?

April.

1—Seniors' pictures arrive.

3—Oh that class flower.

6—Hazel presses Mick's picture to her heart.

7—Juniors all dressed up, they have their pictures taken for the Aurora.

8—Sophomores follow suit.

9—Freshmen do likewise.

15—Physics class shoot. No one killed.

20—Mayme holds Mick's ear while Loretta combs his hair. Mr. Stoltz watches so that Mick doesn't get the worst of it.

22—Mary moves the world.

23—George arrives 8:30. What will become of that child?

27—General rush for the postoffice.

30—"Home Ties" given by the High School.

May.

1—Oratorical contest at Gary.

14—Junior reception.

19—"The Princess"—The Class Play.

22—Graduation.





"Joy Riding"



"In the Spring"



"Seniors"



"Busy Juniors"



"Our Mascots"



"In 1913"



"Everett's Coming"



"The day we dyed"



"Chem"



JUNIORS.

CLASS OFFICERS.

Agnes Lennertz.....President
 Marie Scheidt.....Secretary
 Elnora Carlson.....Treasurer

Mary's face is covered with smiles
 Especially when she walks many miles.

Freida a missionary intends to be
 Although at present from care she is free.

Lyda has of late taken to the art of teaching
 But some perhaps would like to see her preaching.

Elnora is quiet and hard to get at
But always ready for a nice little chat.

The belle of the class is Helen Rose
Out for a good time she often goes.

Some day at Ainsworth you may see Bessie Ols
Standing ready to cast her vote at the polls

A great violinist is sure to be Marie Scheidt
Her beautiful playing brings us great pride.

Helen Smith is at hand when we look for a leader
There is always a time when we are sure to need her.

Agnes, our Class President here you see
Some day a leading suffragette she will be.

AGNES LENNERTZ, '15.

SOME OF OUR JOYOUS DAYS.



ELL! The Junior Banquet is over—now—all but the clearing up! Now we'll all get to work and incidentally take a day from our studies!" So some little Juniors of the Class of 1914 exclaimed last year.

Work? Oh yes, they had heard of that, but "all

work and no play makes Jack a dull boy." So for fear that we would become dull, after Carl and George had obligingly donned aprons and washed the dishes, and the girls had dried them, and packed them in baskets to take to their owners, and we had duly eaten the remaining crumbs of cake and mushy ice cream; we all piled into a delivery wagon to take back a few chairs, plants, etc., which we had rented or borrowed, then some one said, "What next?"

Now, what was the logical answer to such a question, on a glorious spring day, with the green trees and grass of Bale's Island beckoning to us? Of course, we said, "Picnic" and picnic it was.

The delivery wagon carried us up Main Street, and at some of the stores we stopped and some one would rush in and gasp out, "One pound of ham and some sausage;" another, "Two dozen buns and three bottles of olives," and then they would come out laden with the above-mentioned delicacies, and some more too. Then down the street we went—with every one looking longingly after us—especially the poor children who were not Juniors.

Then on to Bale's Island, where all was green and cool and joyous. Such a picnic, and such eats and drinks! Then next came games,—a game of ball, and trips to the spring over a marshy field, and picture taking on the hill. But alas! all joy must end, and Conscience whispered to us of some things yet to be taken back and attended to; so we clattered back to town, returned more things, took more pictures, and then went home, tired out, happy from our long day's work!

DOROTHY THOMAS.



BOOK II, ALIAS SOPHOMORES.



THEOREM 1: The Sophomores always manage to make the best of any situation in a jolly way.

Given: Sophomore class, composed of 16 members.

To Prove: These 16 are equal to cope with any situation.

Proof:

Case 1. In school matters:

When the English teacher was helping for a primary play, we held a class meeting and selected the class nick-names, which are as follows: Gumee, Cutie, Shrimp, Pal, Bob, Dearie, Curly, Caesar, Doc, Rusty, Chump, Babe, Mac, Snookie, Honey, and Pat. After finishing this, the names Ma, Euclid, Polly, and Augustus were selected for

our Sophomore teachers. Therefore, the period was not wasted.

Case 2. In social affairs:

Desiring to have a Sophomore party in honor of Curly, and having a Genteel insufficiency of boys, we calmly invited others. Then, although the night was cold, dark, dreary, rainy, and moonless, we squeezed into a bus and drove the shortest and quickest two miles in Sophomore History, caused by the horses' terror at the direful sounds from behind.

Therefore, the Sophomores can overcome any social difficulties.

Case 3. In time of danger (Specific Example):

When a mouse sallied forth from a waste-paper basket, Babe suddenly **arose** to the top of her desk, joining in the general outcry.

Therefore, the Sophomores can **rise** to an occasion if necessary.

Estne verum?

Nicht Wahr?

Q. E. D.

Isabel White and Gladys Snyder.

Chimney-Swallows

The August sun has set and night is nigh,
A many-tinted splendor lights the West;
The o'er-burdened day sinks sadly to its rest
As loath, yet glad in glory thus to die.
I sit and watch the swallows as they fly,
Without an aim, it seems, without a quest,
In merry mood of joyous, playful zest,
A thousand now—and now the vacant sky.

My thoughts are like the swallows in their flight,
They come unbidden from an unknown deep
To circle gladsomely in God's own room.
Too tireless seem they ever to alight,
Yet soon they'll seek a humble place of sleep.
Within the spirit's solemn chimney-gloom.

B. F. WILLIAMS



A FRESHMAN EXCURSION.



HE Botany class of 1913-4 was a very interesting one to the Freshman. After a month's work, they were told one afternoon that they might go on an excursion. The class, rejoicing over the good news, set out at once, Miss Quinnell leading the procession. Several boys were a distance behind the rest, which was only natural. After

walking about three blocks, the class was shown a vacant lot, and told to find as many different kinds of plants as they could.

A few boys, after leaving the lot, and getting into somebody's back yard, came back with tomato vines and a few old tomatoes as their "Botany Specimens." Accordingly they were told not to act so foolish, and to find other specimens. When the lot had been thoroughly searched, they moved on toward a marsh. While going

down a very steep hill near the marsh, several girls, being in a hurry, lost their footing, and were caught just in time to prevent their rolling to the bottom.

In the marsh various kinds of weeds could be found. Several Freshmen attempted to get some water plants; they succeeded in getting the plants, also something in addition—wet feet.

The class thought Botany excursions a lot of fun and brought back a number of foolish specimens. Miss Quinell, seeing a chance for a good joke, showed some of the pupils a patch of blue flowers in the distance. Several of them saw the flowers and started after them. When they got back, the girls were asked what they had on their stockings, and the boys were asked what they had on their trousers. Upon looking down they saw that they were covered with "Buffalo Burs" or "Beggars' Lice." They had been sent after the flowers through a patch of burs.

When the class left the marsh they had to climb a fence, and the girls were not experts at climbing fences. When everybody was over the fence, there were a number of pupils that had torn clothes.

The crowd moved on and soon came to a railroad along which they found many more specimens. Some very interesting ones were the "Deadly Night-Shade" and "Jimson." Many of the Freshmen said they wanted to eat the fruit of these plants in spite of the teacher's telling them that they were poisonous. After much trouble they were persuaded not to eat them. Having found as many specimens as they could they started for the school and arrived just after school was dismissed.

WILLIAM WOLLENBURG.

VALEDICTORY.

PARENTS, Teachers, and Friends: Tonight, for the last time, the Class of 1914 of Hobart High School is before you. You have all been faithful to us, have shown your interest in our work and welfare, and have liberally patronized our public appearances. Since the time when we, as little tots, made our bows to you, spoke our little four-line piece, and gloried in your hearty applause, you have been with us. Tonight we are before you as High School graduates, verging on manhood and womanhood. Tonight, at the climax of twelve years of pleasant labor, at the commencement of we know not how many more years, filled with greater work and greater responsibilities, we have come to say farewell.

As a class, we have spent many happy hours under the careful guidance of our teachers; hours not happy alone, but profitable. During this time, through their kindly, untiring efforts, we have learned many practical lessons, and have come gradually to realize the existence of important fundamental truths, and to look and strive forward toward the high ideals they and our parents have instilled in our souls. As individuals, we have become greatly attached to many loyal friends, whose love and interest we value highly, and know we shall take with us wherever duty calls. We shall meet other people, and form new acquaintances, but none can be stronger or firmer than those we have formed in youth, those under whose influence we have grown up.

Tonight we are High School pupils, deserving some little notice because we have completed twelve years of preparation for life in the world. Tomorrow, we must

take our places in that life in the world, and put to a test the lessons learned and strength attained in the period of preparation. We shall find that we will be called upon to prove that that preparation has accomplished something. We must have perfect faith in ourselves and in our ability, and also the power to convince others of our ability. We shall find many new tasks to perform, many new problems to solve, many new temptations to resist, and many new and vital questions to answer correctly. In time of trouble or distress, through struggle and through strife, putting doubt and perplexity to flight, and pointing the way to victory, our class motto shall be ever before us: "Bravely, Faithfully, Happily."

In these three words, we have the very essence of life, a terse but proven formula for success. For in any work the first and most important factor is the attitude in which we approach it. Advancing Bravely, leaving fear and trembling behind, we have won half the battle; but in truth only half. Just as important as going at the work in hand Bravely, is keeping at it Faithfully until it is completed. Without the first, the second is almost impossible. Without the second, the first is of no avail. But the combination of a Brave attack and a Faithful performance is difficult to defeat. To him or her who uses that combination continually, failure is almost a total stranger. But when failure comes, as it must to all, the manner of meeting it is the final test of the man or woman. He or she who can meet failure Happily, seek out the cause of that failure, and turn, with a smile, to a new undertaking, determined to profit by that failure, and to keep working Faithfully until the new task is done, will fail very seldom, and never twice from the same cause. The courage required to meet failure unflinch-

ingly, Happily, is the quality that turns failure into success,—defeat into victory. If, through our motto, we can gain that quality, and through our home and school training have become imbued with high ideals, we shall undoubtedly attain those high ideals, and thus become factors in the fight for progress.

But tonight we have gathered for the last time as a class; we have come to say farewell. To try to express our feelings as we stand here, at the end of our school life, and at the beginning of our life as men and women, would be useless. The tide of conflicting emotions is too great. We feel the regret of leaving our school days behind, the irresistible longing to give ourselves a fair trial in the great wide world, the doubt and hesitancy of entering the new field, and the faith that by following our motto we shall be victors. But we must not tarry. The great world beckons and we must go, or we lose our opportunities. In whatever line we choose, we must each strive hard to gain the victory, not alone for the personal satisfaction, but that we may thus reflect honor and credit on Hobart High School, where we received our training. We are prepared; our work lies ahead. So, with our Aim, Success; our Hope, to Win; with the faith that if we fight our battles Bravely and Faithfully, and meet failure when it comes Happily, we shall triumph; with hearts eager, yet grieving to go, we bid you one and all, farewell.

GEORGE H. WHITE.

CLASS PLAY

TENNYSON'S "THE PRINCESS"

Given by the Pupils of the Class of 1914, of Hobart High School, in the H. S. Auditorium, Tuesday, May 19, 1914

CAST OF CHARACTERS

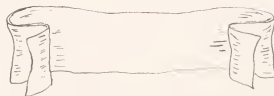
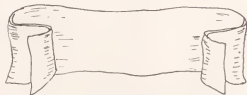
Princess Ida	-	-	-	-	-	-	-	-	-	Dorothy Thomas
Lady Psyche	1									1 Edna Scheidt
Lady Blanche	1									1 Loretta Malone
Melissa, daughter of Lady Blanche	-	-	-	-	-	-	-	-	-	Alice Sarver
Violet, a pupil, daughter of Ipse	-	-	-	-	-	-	-	-	-	Ruth Smith
The Prince	-	-	-	-	-	-	-	-	-	George White
Florian, his friend, and brother of Lady Psyche	-	-	-	-	-	-	-	-	-	Mayme Barnes
Cyril, friend to the Prince and Florian	-	-	-	-	-	-	-	-	-	Ethel Halsted
Gama, King, and father to Ida	-	-	-	-	-	-	-	-	-	Everett Newman
Ipse, nobleman in Gama's court	-	-	-	-	-	-	-	-	-	Hazel Stevens
Pupils in the University										

Mildred Tabbert, Marie Scheidt, Gladys Hamann, Gladys Snyder, Myrtle Wild, Isabel White,

Evelyn Manteuffel

Accompanist, Miss Mae Richey

Violin, Elmer Nicksch '17



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